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ABSTRACT

The AID (Accepting Individual Differences) curriculum guide, the second in a series of five manuals, attempts to foster acceptance and respect for differences, as exemplified by disabilities. The manual presents activities on hearing impairments (HI) for instructors' personal learning, and lesson plans for teaching students in kindergarten through grade 3. Suggested for personal learning experiences by instructors are simulation, reading, and observation experiences, as well as a conference with a teacher of HI students, and use of resources. Activities for kindergarten through grade 3 students are presented in five lesson plans on the theme, "Although we are different, we like each other." The lesson plans usually are arranged by theme, specific objectives, activities (such as listening to records played at low volume), materials, literature for students, a discussion guide, and directions for story time. Twelve activities are noted for use with more advanced students based on the student workbook, "Can You Hear Me?", which is included with this document. Three questions that students might ask are posed and answered. A reference section lists approximately 14 books, catalogs, and pamphlets; two films; two records; and two free materials. (MC)

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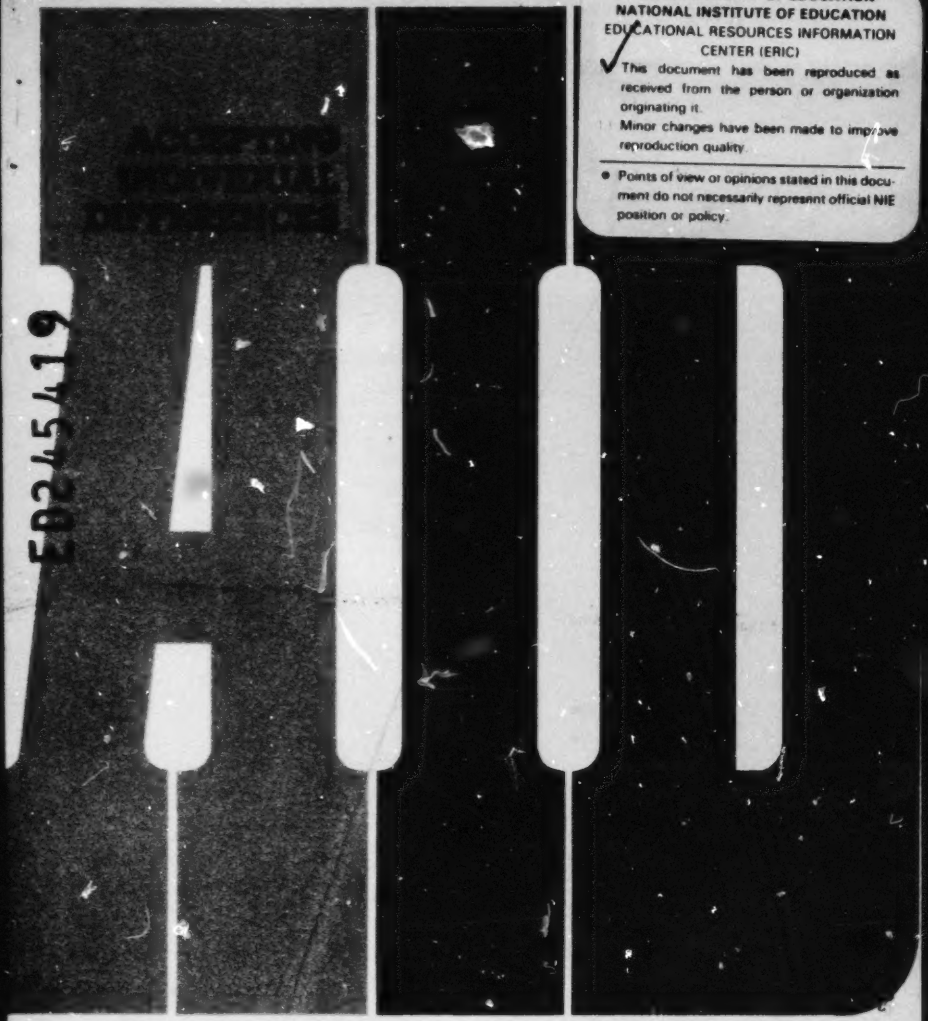

Hearing Impairment

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ACCEPTING INDIVIDUAL DIFFERENCES

Hearing Impairment

EC 162482

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Hearing Impairment: Instructor Activities

BASIC INFORMATION ABOUT HEARING IMPAIRMENT

Individuals with hearing impairments may be classified as either *deaf* or *hard of hearing*. A deaf person is one whose hearing is nonfunctional in understanding even amplified speech. A person who is hard of hearing has difficulty understanding speech but can acquire speech aurally. There are approximately 50,000 deaf and 440,000 hard-of-hearing individuals under twenty-one years old in the United States.*

The majority of children with hearing disabilities were born with them: More than half of childhood hearing impairments can be traced to genetic factors; prenatal disease or trauma and prematurity are other common causes. Early detection is important. Hearing impairments can be diagnosed in early infancy—children can be fitted with hearing aids during their first year and can be taught to read speech† in early childhood.‡

The two methods primarily used in educating severely hearing-impaired students today are the *oral approach* and the *total communication approach*. The oral approach concentrates on helping the students speak, maximizing the use of any residual hearing, and teaching them to speech-read. The total communication approach includes manual communication (fingerspelling and sign language) as well as speaking and speechreading.§

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*G. D. Brewer and J. S. Kakalik, *Improving Services to Handicapped Children: Summary and Recommendations* (Santa Monica, Calif.: Rand Corporation, 1974).

†*Speechreading* is sometimes referred to as *lipreading*.

‡S. Moffat, *Helping the Child Who Cannot Hear*, Public Affairs Pamphlet No. 479 (New York: 1972).

§*Fingerspelling* is the use of the manual alphabet; each letter of the alphabet is represented by a different finger position. *Signing* is a system of representing concepts using hand motions. Although fingerspelling may be used apart from sign language, many of the hand configurations of the manual alphabet are utilized in signing.

LEARNING EXPERIENCES

1. Simulation

What does it feel like to be hearing-impaired?

Ask two friends or members of your family to talk to you without making a sound for fifteen minutes. (Have them "mouth" their words.)

Listen to the news on the radio with the sound turned down to a barely audible level, or watch the news on television with the sound turned off.

If either of the two records listed below is available, listen to it. Both present everyday speech as it sounds to people with various types and degrees of hearing impairments.

Getting Through: A Guide to Better Understanding of the Hard of Hearing. Chicago: Zenith Radio Corporation, 1971.

How They Hear: The Sounds of Abnormal Hearing. Northbrook, Ill.: Gordon N. Stowe and Associates, 1964.

2. Reading

What is it like to be hearing-impaired? Read one of the following:

Angus, J. R. *Watch My Words.* Washington, D.C.: The Alexander Graham Bell Association for the Deaf, 1974. *The mother of two deaf children tells of her experiences.*

Greenberg, J. *In This Sign.* New York: Holt, Rinehart & Winston, 1970. *Fiction about the deaf.*

Heiner, M. H. *Hearing Is Believing.* Cleveland, Ohio: World, 1949. *The biography of a person who is hard-of-hearing.*

Powers, H. *Signs of Silence: Bernard Bragg and the National Theatre of the Deaf.* New York: Dodd, Mead, 1972. *The biography of a deaf person, who founded and directs the National Theatre of the Deaf.*

Warfield, F. *Cotton in My Ears.* New York: Viking, 1948. *The autobiography of a deaf person.*

3. Observation

How do hearing-impaired students communicate?

If there are students with hearing impairments in your school, arrange to observe them interacting with their resource teacher, special-class teacher, or itinerant teacher. If there are none in your school, try to arrange a visit to a nearby school that does have a

program for such students, or arrange to visit a school for the deaf in your area. Pay particular attention to:

- Special equipment and aids used by the students
- Activities the students engage in and any modifications of these activities made because of their handicap
- Methods used to help the students understand oral communications
- Methods used to help them in expressive language

4. Conference

Make an appointment to talk briefly with the teacher of the students you observed. He or she may help you better understand what took place. The teacher may also be able to help you borrow a hearing aid to use in the lessons and suggest a hearing-impaired resource person to meet with your class; or he or she may be able to suggest a local agency for the hearing-impaired that could help you.

5. General Resources

For additional help in locating information or materials, you may want to contact the following agencies:

- For pamphlets on deafness and its treatment

  Alexander Graham Bell Association for the Deaf
  The Volta Bureau
  1537 35 St., N.W.
  Washington, D.C. 20007

- For information and materials about the total communication approach to deafness (including cards of the manual alphabet)

  National Association of the Deaf
  814 Thayer Ave.
  Silver Springs, Md. 20910

- For information about and possible suggestions of a hearing-impaired resource person, contact a local agency for the hearing-impaired (for example, in New York City, the New York League for the Hard of Hearing).

BASIC CONCEPTS

- Even though we are different, we like each other (the specific theme of Lessons 1, 2, and 5).
- People say things in different ways (the specific theme of Lessons 3 and 4). Some people with severe hearing impairments cannot speak well, even after training; they may use a different form of language — signs and fingerspelling.

GOALS

- To develop an understanding of hearing impairments.
- To help students recognize that differences need not separate people.
- To familiarize students with the ways in which deaf and hard-of-hearing people communicate.
- To facilitate interaction between hearing-impaired students and those who can hear.

Note: To allow greater flexibility, the Activities for More Advanced Students (pp. 27—31) have not been organized into discrete lessons. For general guidelines on the use of these activities, see pp. 9—10 in *AID: Overview*.

LESSON 1

Theme

Even though we are different, we like each other.

Specific Objectives

- To develop an understanding of how hard-of-hearing and deaf people know what others are saying
- To develop the ability to communicate effectively with hearing-impaired students

Activities

- Guess What the Record Is Saying
- Guess What I Am Saying
- Problem-Solving

Materials

- A hearing aid, if possible. (A local hearing-aid dealer may lend you a used hearing aid for educational purposes.)
- *Can You Hear Me?* (the flip book that accompanies this guide) p. 2.
- A phonograph and story-record

Literature for Students

Levine, E. S. *Lisa and Her Soundless World.* New York: Human Sciences Press, 1974.

This book is too wordy to be read in its entirety to very young children; nonetheless, it is an excellent source of information. You can tell the story with less detail, or read parts of it, while showing the illustrations it contains.

DISCUSSION GUIDE

Instructor Introduction

"Today I am going to tell you about someone who is different from me in some ways, but whom I like very much."

Select a well-liked student of the same sex.

"I like Michael. There are some things about Michael and me that are different. Can you tell us some ways in which we are different?"

Student Responses

- Size
- Haircolor
- Clothes
- Age
- Use of eyeglasses
- Things you do
- Things you like

Instructor

"Michael and I are different in some ways, but I like him very much. I like the way he plays; I like the work he does in class: I like to talk with him. I'm glad to see him each day. Michael likes me too. I can tell because he gives me a big smile when he sees me, and he tells me things and asks for my help when he needs it. Michael and I are different in some ways but we like each other."

Repeat this procedure with one or two more students. Here you might select a student with a minor deviation, such as freckles or eyeglasses, in order to communicate the message of this lesson more concretely. You should, however, first decide whether or not this will be a helpful experience for the particular student involved.

Now repeat the procedure using two students who are good friends. Each describes ways in which his or her friend is different and things he or she likes about the friend.

Summary Statement on Individual Differences

"Even though we are different from each other, we can still like each other."

Introduction of Hearing-Impairment Illustration

"Some students are different in another way. They can't hear well. They may not be able to hear their mothers talking or their friends calling them. They may not be able to hear the television or a record on the record-player unless the sound is turned up very loud. Does anyone know a person who can't hear well?"

Student Response

Students may offer relevant as well as irrelevant examples.

If the term *deaf* is used, repeat it and define it as a *name for a person who cannot hear other people speak*. If the term is not used, you should introduce it. You should also introduce the term *hard of hearing*. "A person who cannot hear well is sometimes called 'hard of hearing.'"

Instructor "How do hard-of-hearing or deaf people know what other people are saying?"

Student Responses Student may or may not offer relevant responses such as:

- They stay right near you.
- They look at your mouth.
- They wear something on their ears to make things louder.

Instructor "Today we are going to learn how people who don't hear well can know what other people are saying."

If you have been able to obtain a hearing aid, hold it up and ask if any of the students knows what it is and where it is worn. If you have not been able to obtain a hearing aid, introduce p. 2 of the flip book as follows:

"What is the thing that this little boy is wearing in his ear and on his chest?"

If none of the students can correctly identify the hearing aid, say:

"This thing in his ear that has wires attached to a little box is called a *hearing aid*. Does anyone know what a hearing aid does?"

If none of the students can give a correct response, say:

"A hearing aid helps people hear better. It makes things sound louder, as when you turn up the sound on a record-player or television set. This little boy [point to the child in the photograph] cannot hear at all without his hearing aid. With his hearing aid, he can hear some sounds. His hearing aid helps him to hear."

Leave p. 2 of the flip book on display for the remainder of the day, or for the entire period spent on hearing impairment, so that students can respond to it individually.

GUESS WHAT THE RECORD IS SAYING

Instructor "Let's play a game. I am going to play a record very softly. You listen, and see if you can tell what the person on the record is saying."

Play about one minute of a story-record at a very low volume so that it is quite difficult to hear what the narrator is saying. Have the students tell you what they think was said on the record. Now raise the volume slightly so that it *is* possible to hear what is being said, and replay the same segment. Again, ask the students to report what they heard. Replay the segment at the low volume and say:

"This is what this record might sound like to a person who is hard of hearing."

Raise the volume and replay the segment. Say:

"This is what it might sound like to the same person when he wears a hearing aid."

Concluding Statement "A hearing aid makes things sound louder to a person who cannot hear well."

GUESS WHAT I AM SAYING

Instructor Introduction "It is hard for some students to hear what other people are saying, even if they wear a hearing aid. They must learn a way to figure out what people are saying, even when they can't hear them. We are going to play a game in which I am going to talk so softly that you can hardly hear me. See if you can tell what I am saying even though you can't hear me."

Mouth a common phrase such as "good morning" and ask the students what you said. If a student answers correctly, ask him how he knew. Repeat this activity several times, using examples such as:

"Sit down," "Goodbye," and "Come here." If the students need cues, say, "Look at my face," or "Watch my lips."

Instructor "People who can't hear well try to figure out what other people are saying by watching their lips move. This is called *speechreading* or *lipreading*. It is not easy to tell what someone is saying just by watching his lips move."

PROBLEM SOLVING

Instructor "Now I am going to turn my face away from you and talk very softly. After I am through, I want you to tell me what I said."

The students will be unable to report correctly.

Instructor "Suppose a girl came into this class who could not hear well. If you liked her and wanted to play with her, what would you do so that she could understand what you were saying?"

Cues "Would you talk to her when your face was turned away from her? Why not? What would you do?"

Student Responses
- Let her see my face so she can see how my lips move
- Talk louder

Concluding Statement "People who are different can still like each other. They can play together and be good friends."

STORY TIME

Tell the story of *Lisa and Her Soundless World*, using the content and illustrations in the book. Eliminate some of the details to make the story shorter and less wordy for very young children.

LESSON 2

Theme	Even though we are different, we like each other.
Specific Objectives	To familiarize pupils with the speech of hearing-impaired people in order to: • Make its sound less startling or frightening to them • Make students less inclined to mock the speech of hearing-impaired individuals • Make students more inclined to try to understand the speech of hearing-impaired individuals
Activity	The Speech of Hearing-Impaired Children
Materials and Equipment	• The audio-cassette tape—*The Speech of Hearing-Impaired Children*—provided with this package • A cassette tape recorder
Literature for Students	*Can You Hear Me?* (the flip book that accompanies this guide.)

DISCUSSION GUIDE

Instructor Introduction	"The other day [or yesterday] we talked about people liking each other, even though they may be different. We talked about students who cannot hear well and how we can help them understand us. Do you remember what we said?"
Student Responses	• We talk louder. • We let them see our faces so that they can watch our lips move.
Instructor	"Today we are going to find out more about people who don't hear well. Sometimes they sound a little different when they talk. Sometimes they don't say

words exactly the way most other people do because they can't hear exactly what words sound like."

THE SPEECH OF HEARING-IMPAIRED CHILDREN

Instructor "We are going to play a game. I will play a tape of a girl reading something, and you will tell me what she is saying."

You should listen to the tape before using it with your class. On it are the voices of three hearing-impaired girls, each of whom reads the following passage.

> Mother, Daddy, I have my two socks and two shoes.
> One sock, two socks.
> One shoe, two shoes.
> I have my two socks and two shoes.

The first girl has only a minor speech problem and can be understood with little difficulty; the second girl is harder to understand; and the third girl is almost impossible to understand, out of context. In the case of these three children, the level of speech impairment is directly related to the severity of the hearing impairment: The first girl has the least severe hearing loss, the third girl the most severe hearing loss. (This is not always the case. Other variables such as general learning ability and motivation influence the degree of speech clarity the hearing-impaired are able to achieve.)

Play the tape segment of the first girl reading the passage cited above. Then ask:

> "What did Lisa say?"

You may replay the tape segment if it is necessary to help the students identify what the girl said. Ask:

> "Was that hard to understand?"

Student Responses
- No.
- A little.

Instructor	"What sounds were hard for Lisa to say?"
Cues	"What words didn't she say completely?" "How did she say them?"
Student Responses	• She said "sock," not "socks." • She said "shoe" instead of shoes." • She didn't say the *s* sound at the end.
Instructor	"Now listen to Michele."

Play the second segment of the tape. (It begins at the second beep.)

Instructor	"What did Michele say?"
Student Responses	• The same thing. • I couldn't understand her. • She sounded funny.
Instructor	"Michele said the same thing that Lisa did, but it was harder to understand her. Let's listen again and try to understand what she is saying."

Replay the second segment.

Instructor	"Who understood what Michele said that time?"
Student Response	More students will indicate that they understood her.
Instructor	"When you get used to the way Michele talks and you listen carefully, you can understand her." "Now we're going to hear Lynn."

Begin the third segment.

Instructor	"What can you tell me about Lynn's speech?"
Student Responses	• It's very hard to understand her. • She doesn't talk right.

Instructor "Because Lynn can hardly hear other people talk and because she can hardly hear herself talk, Lynn doesn't speak clearly. She, Michele, and Lisa have special teachers who give them extra help to learn how to speak more clearly. Now we're going to listen to Lynn's teacher helping Lynn learn to make the sound *sh*."

Play the fourth segment.

Instructor "Students who don't hear well have to work very hard to learn to speak clearly. We can try to figure out what they are saying by listening to them very carefully."

STORY TIME

Read the text and show the photographs in *Can You Hear Me?* Keep it available for individual examination for several days.

LESSON 3

Theme	People say things in different ways.
Specific Objectives	• To help students recognize that people can communicate without words • To make it easier for students to communicate with hearing-impaired classmates using gestures, and to encourage their ability and willingness to do so
Activities	• Pantomiming Simple Actions • Acting Out a Story *(optional)*
Literature for Students	Ets, M. H. *Talking without Words.* New York: Viking, 1968. *Illustrates a variety of ways of communicating.*

DISCUSSION GUIDE

Instructor Introduction	"Yesterday [or the other day] we listened to Lisa, Michele, and Lynn on a tape. Can anyone tell me about how they spoke?"
Student Responses	• Not so well. • One spoke well, but the other one didn't. • One was hard to understand.
Instructor	"Speaking with our voices is one way that we tell other people how we feel or what we want, but we use other ways of telling people what we want besides speaking with words. Can anyone tell me about one of these other ways?"
Cue	Shake your head from side to side ["No"], and ask the students what you meant.
Student Response	"No."

Instructor "You knew that I meant 'no' even though I didn't say it with words. What else could I say without words?"

Cues Use the following gestures and ask the students to tell what you mean:

- Nod head ["Yes"].
- Beckon with finger ["Come here"].
- Wave good-bye.
- Signal like a traffic policeman ["Stop" "Go"].
- Smile.
- Frown.

Summary Statement "People have many ways of telling each other things without words. We can tell a lot about other people just by watching what they do and how they look."

If appropriate for your class, introduce the word *gesture* and define it as *a way of communicating action by using signs.*

Hearing-Impairment Illustration "You can play with and understand students who can't speak clearly by watching them as well as listening to them."

PANTOMIMING SIMPLE ACTIONS

Instructor Introduction "Let's try to see if we can do some things that the other students will understand, even though we don't use words. I shall begin."

Pantomime brushing your teeth, and ask the students what you are doing. Then ask individual students to come up and communicate something without using words. You may suggest the following actions, if necessary:

- Combing hair
- Jumping rope
- Bouncing a ball
- Eating
- Buttoning a shirt or blouse

Instructor	"We can tell other people things without using words. If you wanted to play with a student who couldn't hear well, you could help him understand better by *doing* something as well as saying it. How could you ask someone to play ball with you if he didn't understand when you asked him with words?"
Student Response	Show him the ball and ask him.
Instructor	"If a student who couldn't speak clearly wanted you to play jump-rope with her, how could she ask you?"
Student Response	Show me the rope and ask me.

ACTING OUT A STORY
(Optional Activity)

Instructor Introduction	"We're going to practice telling stories without words. When you tell a story without words, it is called *pantomime*." (You can write the word *pantomime* on the blackboard.)

Now select a story, such as "Goldilocks and the Three Bears," and ask individual students to demonstrate how they can pantomime some of the actions in the story—Goldilocks tasting the porridge, for example. After this practice, assign roles to the students and have them pantomime the story. (Provide the minimum narration necessary.)

STORY TIME

Read *Talking without Words.*

LESSON 4

Theme	People say things in different ways.
Specific Objectives	To familiarize students with manual communication so that: • They will recognize its meaning. • They will be less inclined to be frightened of individuals who use it. • They will be less inclined to mock students who use it.
Activities	• What Is Sign Language? • Spelling with Fingers
Materials	• *Can You Hear Me?* flip book, pp. 8 and 22. • Cards with the fingerspelling alphabet on them*
Literature for Students	Charlip, R., M. Beth, and G. Ancona, *Handtalk: An ABC of Finger Spelling and Sign Language*. New York: Parents Magazine Press, 1974.

DISCUSSION GUIDE: What Is Sign Language?

Instructor Introduction	"Do you remember some of the ways of talking without words that we practiced yesterday? Tell me some of those ways."
Student Responses	Any of the gestures referred to in the previous lesson.
Instructor	"Some students who cannot hear—who are deaf—learn another way to talk. They talk with their hands. This way of talking is called *sign language*. It is

*Fingerspelling alphabet cards may be obtained from the National Association of the Deaf.

something like the ways of talking without words that everyone uses, except that there is a sign for almost everything that a deaf person might want to say. Has anyone ever seen deaf people talking in sign language?"

Student Responses If anyone responds affirmatively, ask him to describe what he saw.

Hold up p. 8 of the flip book and say:

"Tell me about these children."

Cue "What are they doing? Why?"

Student Responses
- They are deaf.
- They are talking with their hands.

Instructor "Yes. These children are deaf, and they are talking to each other in sign language as they play a game."

"I am going to show you a few signs that deaf people use. See if you can figure out what they mean."

Make the signs shown in the following illustrations, which are very much like the gestures used in Lesson 3 in that they reflect natural actions.

CRYING Place index fingers under eyes and move fingers downward and outward (following a path that tears rolling down the cheeks might take).

BABY Place right hand in crook of left arm and rock (in a motion similar to rocking a baby in a cradle formed by the arms).

COMB Place curved thumb and fingers of right hand next to head and move up and down in a combing motion.

HAIR Grasp a bit of hair between right thumb and index finger.

The descriptions of these four signs are from J. I. Sanders, *The ABC's of Sign Language* (Tulsa, Okla.: Manca Press, 1968.)

After the students have had a chance to figure out a sign, ask them how they knew (if they were correct) or state the concept illustrated, if they were not. Now ask them to make each sign with you while saying the words.

Concluding Statement "People who are deaf sometimes talk in sign language. If you see people talking with hand signs, you will know that they are probably deaf people who can't speak well with words."

You can, at this point, explain the difference between sign language and fingerspelling.

SPELLING WITH FINGERS

Instructor Introduction "Deaf people have another way of talking without sound. They know how to spell out words on their fingers. They have a finger position for every letter of the alphabet. For example, the letter *b* is made like this."

Make the finger position for *b* as shown on p. 22 of the flip book. (With back of hand toward you, place right thumb in palm, extending fingers upward.) Say:

"I am going to fingerspell the word *boy*."

Hold up p. 22 of the flip book and say:

"These photographs show the finger positions for each letter of the alphabet as it looks to the receiver."

Leave p. 22 of the flip book on display so that students can respond to it individually.

Write the word *boy* on the blackboard and stand next to it as you form the finger positions for the letters *b*, *o*, and *y* (*o*—curve right finger over, touching tip of thumb to tip of index finger; *y*—extend right thumb and little finger). Name the letters as you form them. Now pass out fingerspelling cards for students to examine, and explain the cards.* Ask if anyone would like to show the class how to make one of the letters of the alphabet. Students can take turns doing this individually with your help. Afterward, the class as a whole can do a few letters.

Concluding Statement "People can say things in different ways. Some people who can't talk well with their voices can use their hands to talk."

STORY TIME

Read the book *Handtalk* to the students. It contains photographs of people "signing." Some pages have the words being "signed" written out in letters, while others show only signs and fingerspelling. Students will enjoy this book as they try to figure out the signs and "read" the fingerspelling. (They can also try to make the signs and fingerspell themselves.)

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*Students can write to the television program *Zoom* for individual "Zoom Cards" of the fingerspelling alphabet as a class letter-writing project. Each student could write his or her own letter, enclosing a stamped, self-addressed envelope, to Zoom, Box 350, Boston, Mass. 02134.

LESSON 5

Theme	Even though we are different, we like each other.
Specific Objectives	• To heighten students' awareness of the common interests they share with students who are seriously hearing-impaired • To strengthen students' willingness to interact with others who have serious hearing impairments
Activities	• Problem-Solving • A Hearing-Impaired Visitor • Doing Things Together
Materials	*Can You Hear Me?* flip book, p. 29

DISCUSSION GUIDE

Instructor Introduction	Hold up p. 29 of the flip book and say: "Here is a picture of two children. What can you tell me about them from this picture?"
Cues	• "What are the children doing?" • "What are they playing with?"
Student Responses	• Fingerpainting • I like to do that.
Instructor	"What else can you tell me about these children?"
Cue	"What does one of the boys have in his ear?"
Student Response	A hearing aid
Summary Statement	"Yes. These children can't hear. But they like to do the same kinds of things that you like to do. They like to fingerpaint, play with puzzles or blocks, and draw

pictures. They like to play with other students, have friends, and have good times. People who can't hear can do many other things."

PROBLEM-SOLVING

Instructor Introduction "Suppose a student who couldn't hear well or speak clearly was going to be in this class. Let's say this student's name is Michele. Let's talk about how we could do things so that Michele could work and play with us."

Present the following situations and ask the students for suggestions:*

Situation 1 "Suppose you asked Michele to draw a picture with you, but Michele didn't answer you. Why would you think Michele didn't answer you?"

Appropriate Student Responses
- She didn't understand.
- She didn't hear.

Instructor "What would you do to make sure she understood you?"

Appropriate Student Responses
- Make sure she's looking at me when I speak.
- Speak louder.
- Show her the paper and crayons.

Situation 2 "If Michele said something to you but you couldn't understand her, what would you do?"

Appropriate Student Responses
- Ask her to tell me again and listen carefully to what she is saying.
- Pay attention to anything she does while she talks, like pointing or showing me something.

Situation 3 "Suppose I told the class to line up with partners,

*These three situations should be modified to fit the activities of a particular class.

but Michele didn't hear me, and she kept on playing. What could you do?"

Appropriate Student Responses Stand in front of Michele and tell her what you said. If she still didn't understand, point to the students getting in line.

A HEARING-IMPAIRED VISITOR

An adult who is hearing-impaired can be invited to visit and talk to the class. The visitor can serve as a resource person on hearing impairment, or as one demonstrating a skill that is not affected by his hearing impairment.

In the former case, he would bring special items for the hearing-impaired that could be understood by the students. In addition to hearing aids, they might include telephone adapters, alarm clocks with visual signals or vibrators, and signaling devices used to alert a hearing-impaired person to sounds such as a doorbell ringing or baby crying. The resource person should also be prepared to demonstrate how he performs some common tasks that usually require hearing.

The latter alternative is to invite a hearing-impaired individual to demonstrate a skill—for example, in crafts or dramatic pantomime—that would be impressive for any individual, irrespective of his hearing status.

DOING THINGS TOGETHER: DIRECT CONTACT WITH HEARING-IMPAIRED STUDENTS

If there is a special class for hearing-impaired students in the school, you and the teacher of this class should get together to explore the possibilities for expanded contact between your pupils. These might include: joint activities for a few students in each class; visits by a few students from each class to the other; and finally, activities both classes as groups could enjoy together. For example, a few students from each class who are particularly interested in arts and crafts might get together for this purpose. A few hearing students who are particularly interested in cooking might join some hearing-impaired students for a special cooking activity.

If hearing-impaired students are integrated into regular classes, you should offer support and encouragement in the natural interaction between hearing-impaired and non-hearing-impaired students.

ACTIVITIES FOR MORE ADVANCED STUDENTS

1. **Make the *Can You Hear Me?* flip book included in this program available for individual students to read.**

2. **Explore the functioning of the ear and its relationship to hearing.**

Pursue this study into the causes and mechanisms involved in hearing impairments and what the world sounds liks to a hearing-impaired person. Instructional and professional materials that may be helnful are listed below.

Getting Through: A Guide to Better Understanding of the Hard of Hearing. Chicago: Zenith Radio Corporation, 1971. *This record was designed primarily for adults, but parts of it can be used with more mature students.*

How They Hear: The Sounds of Abnormal Hearing. Northbrook, Ill.: Gordon N. Stowe and Associates, 1964. *This record is also primarily for adults, but parts of it can be used with more mature students.*

Levine, E. S. *Lisa and Her Soundless World.* New York: Human Sciences Press (Behavioral Publications), 1974. *A children's book filled with information valuable to adults as well as students.*

Moffat, S. *Helping the Child Who Cannot Hear.* Public Affairs Pamphlet No. 479. New York: 1972 .

3. **Find out what it feels like to be hearing-impaired.**

The students can experience to a limited extent what it feels like through the following simulations:

"Talk" to the students without sound (using lip movements) for ten minutes. Explain new work and give directions for a work assignment. After the ten-minute period is over, ask them what you said, and discuss how they felt during this experience. This simulation could also be done by pairs of students for five minutes, with one mouthing words and the other expected to understand what is being "said."

Students could listen to an educational television program for ten minutes with the sound turned down so low that words can just barely be heard. At the end of this period, have the students discuss how this experience made them feel.

4. Explore what is involved in reading lips (speechreading).

Activity 3 will have already given the pupils an opportunity to experience its difficulty. Interested students can form pairs or small groups to learn, for example, what consonants can and cannot be distinguished from one another on the basis of mouth movements alone. One student can mouth the consonant while the others try to guess it. Lists of consonants that are easy or hard to lipread can be prepared by each team and then compared with the lists of the other teams.

5. Study hearing aids—what types exist and how they operate.

You may be able to borrow a used hearing aid from a dealer. If not, contact a local agency for the hearing-impaired for suggestions of how to borrow one or have it demonstrated. The speech improvement program or program for the hearing-impaired in your school system may also be able to help.

6. Study non-verbal communication.

Some means of communication other than speech include "body language," common gestures, and pantomime. Have some pupils practice role-playing and interpreting a person's feelings or moods from the way he moves and looks. Other pupils can practice and perform brief pantomime skits. The whole class can be taught to play the game of Charades.

7. Study sign language and fingerspelling as means of communication.

Demonstrate some common signs whose meanings are easily deduced — *baby, comb, crying, hair.* (See the photographs on pp. 19—20 of this guide.) Have students try to figure out the signs as you make them, and then teach them how to make the signs themselves. Some pupils may want to form pairs or small groups to learn additional signs.

Explain the idea of fingerspelling, and pass out copies of the fingerspelling alphabet for the students to examine. They can take turns fingerspelling common words and figuring out what they are, using the fingerspelling alphabet cards for reference.

Students who want their own manual alphabet cards to keep can be helped to write to the television program *Zoom* for "Zoomcards"

of the fingerspelling alphabet. A self-addressed, stamped envelope should be enclosed. (Zoom, Box 350, Boston, Mass. 02134)

Show your class a film that includes signs as well as speech. Also, watch for performances of the National Theatre of the Deaf on educational television. Alert your pupils to any such performance that may occur during the school year, as well as any other programs dealing with the topic of hearing impairment. Instructional materials that may be helpful are:

Charlip, R., M. Beth, and G. Ancona. *Handtalk: An ABC of Fingerspelling and Sign Language.* New York: Parents Magazine Press, 1974. *A book of photographs of members of the National Theatre of the Deaf illustrating signs.*

Hoeman, H. W., and S. Hoeman. *Sign Language Flash Cards.* Silver Springs, Md.: National Association of the Deaf, 1973.

David and Goliath and *Noah.* Northridge, Calif.: Joyce Motion Picture Company. *Beautiful films in which both signs and voice are used.*

8. How do hearing-impaired people function in situations that usually require hearing?

Ask your pupils questions to stimulate their thinking about how hearing-impaired people function in situations that usually require hearing. Some examples: Knowing someone is at the door from his knock or the doorbell; knowing that a baby is crying without seeing it cry or even being in the same room; waking up in time to get to work because the alarm clock rings.

Ask the students to think of adaptations that might enable seriously hearing-impaired persons to function effectively in these situations. After the students have done some brainstorming on this problem, describe adapted equipment designed for the hearing-impaired, and allow the students to examine illustrations of adapted equipment. Use questions to focus students' attention on the principles behind these adaptations (the substitution of visual and tactile cues for auditory ones). Common adapted equipment for the hearing-impaired includes: a lamp that lights up in response to sound that can be used to indicate a doorbell ringing; an alarm clock that causes bed vibrations or flashes light; a sound-activated electronic attachment used to turn on a lamp or vibrator when a baby cries; and a television remote-control with adjustable volume and earphones. The illustrated materials that follow may be useful in this activity.

Services for Special Needs. Bell Telephone Company, 1974. *A booklet from the Bell Telephone System describing special equipment or adaptations designed to enable disabled persons to use telephones. Two sections of this booklet relate to the hearing-impaired.*

Accessories To Aid the Hard of Hearing. A four-page booklet of selected items from the Catalog of the Hal-Hen Company that may be obtained from most hearing-aid dealers.

9. Do some problem-solving with your pupils.

How are they to act in selected situations involving hearing-impaired individuals? Some examples are given below. (You can make up additional problems.)

Suppose you are introduced to a student your age who wears a hearing aid. While the two of you are playing together, you ask her to hand something to you, but she doesn't comply. What would you think? What would you do? (She might not have heard you. Ask her again, but this time try to speak to her while she's looking at you, or speak louder.)

Suppose this girl doesn't speak very clearly. She says something to you but you don't understand what she is saying. What would you do? (Ask her to tell you again. Listen carefully and pay attention to anything she does while she is speaking, like pointing, holding something up, or looking at something.)

Suppose you see a man on a bus moving his fingers and hands about. Other people are looking at him. What would you think? (He might be a deaf person "signing" to someone. See if he seems to be looking at someone in particular who is sitting on the opposite side of the bus facing him. See if this person is responding to him in some way.)

Suppose you ask a person in a store what time it is, and the person responds in a very strange-sounding voice, saying something you don't understand. What might you think? (She might be a deaf person.)

10. Invite a hearing-impaired person to visit your class.

She might describe her experiences, talk about how her hearing aid helps her, and discuss how other people can help her avoid misunderstandings.

Because hearing impairments are common, you might well find an appropriate resource person among the families of your pupils or

members of the school staff. If not, contact a local agency for the hearing-impaired, or contact the special-education program of your school system. (A local agency may also be willing to send a member of its professional staff to speak to the class.)

If the visitor is deaf, or if she is a professional who works with the deaf, she might be able to bring along some of the fascinating devices designed to aid deaf persons, such as telephone adapters or alarm clocks with visual signals. You could stimulate the students' thinking by asking them to prepare a few questions for the visitor that relate to her everyday functioning, such as: Does she watch television? How much of what is being said can she figure out? Does she know when someone is knocking at the door?

11. Study outstanding people who are hearing-impaired or who work with the hearing-impaired.

Resources for mature readers:

Bowe, F., and M. Sternberg. *I'm Deaf, Too: Twelve Deaf Americans.* Silver Springs, Md.: National Association of the Deaf, 1973. *A collection of interviews with prominent deaf Americans.*

De Gering, E. *Gallaudet: Friend of the Deaf.* New York: David McKay Co., 1964.

12. Make the book listed below available to good readers.

Robinson, V. *David in Silence.* Philadelphia: Lippincott, 1965. *The fictional story of how a deaf boy proves his competence.*

SOME QUESTIONS STUDENTS MAY ASK ABOUT THE HEARING-IMPAIRED

Q: Why can't he talk (or speak clearly)?

A: Because he can't hear (or hear clearly) how words sound, so it's hard for him to learn to say them correctly.

A: Because he can't hear himself talk, so he doesn't know when he's saying something the right way or not.

Q: Why is he moving his hands so much?

A: Because he talks with his hands. (See Lesson 4 for elaboration.)

Q: Why doesn't he answer me when I talk to him?

A: Maybe he doesn't know you are speaking to him. If he can't hear, he knows you are speaking to him only if he sees your mouth moving.

A: Maybe he can't speak with words. If you don't understand sign language or writing, he may not know how to answer you.

CURRICULUM MATERIALS AND REFERENCES*

Books, Catalogs, and Pamphlets

Accessories To Aid the Hard of Hearing. Long Island City, N.Y.: 1975. (A four-page booklet of selected items from the Catalog of the Hal-Hen Company that may be obtained from most hearing-aid dealers.)

Angus, J. R. *Watch My Words.* Washington, D.C.: The Alexander Graham Bell Association for the Deaf, 1974.

Bowe, F., and M. Sternberg. *I'm Deaf, Too: Twelve Deaf Americans.* Silver Springs, Md.: National Association of the Deaf, 1973. *(Juvenile.)*

Charlip, R., M. Beth, and G. Ancona. *Handtalk: An ABC of Fingerspelling and Sign Language.* New York: Parents Magazine Press, 1974. *(Juvenile.)*

De Gering, E. *Gallaudet: Friend of the Deaf.* New York: David McKay Co., 1964. *(Juvenile.)*

Ets, M. H. *Talking without Words.* New York: Viking, 1968. *(Juvenile.)*

Greenberg, J. *In This Sign.* New York: Holt, Rinehart & Winston, 1970.

Heiner, M. H. *Hearing Is Believing.* Cleveland, Ohio: World, 1949.

Hoeman, H. W., and S. Hoeman. *Sign Language Flash Cards.* Silver Springs, Md.: National Association of the Deaf, 1973.

Levine, E. S. *Lisa and Her Soundless World.* New York: Human Sciences Press, 1974. *(Juvenile.)*

Moffat, S. *Helping the Child Who Cannot Hear.* Public Affairs Pamphlet No. 479. New York: 1972.

Powers, H. *Signs of Silence: Bernard Bragg and the National Theatre of the Deaf.* New York: Dodd, Mead, 1972.

Robinson, V. *David in Silence.* Philadelphia: Lippincott, 1965. *(Juvenile.)*

Sanders, J. I. *The ABC's of Sign Language.* Tulsa, Okla.: Manca Press, 1968.

Warfield, F. *Cotton in My Ears.* New York: Viking, 1948.

*Some of the items listed do not cover the disability *per se* but are used to heighten students' awareness of the importance of the five senses.

Films

David and Goliath. Northridge, Calif.: Joyce Motion Picture Co. *Eighteen-minute, 16mm, color film told in American Sign Language as well as speech narration.*

Noah. Northridge, Calif.: Joyce Motion Picture Co. *Eighteen-minute, 16mm, color film told in American Sign Language as well as speech narration.*

Records

Getting Through: A Guide to Better Understanding of the Hard of Hearing. Chicago: Zenith Radio Corp., 1971.

How They Hear: The Sounds of Abnormal Hearing. Northbrook, Ill.: Gordon N. Stowe and Associates, 1964.

Free Material

Manual Alphabet. (Cards.) (Single copies free to individual children who send written requests along with a stamped, self-addressed envelope to: Zoom, Box 350, Boston, Mass. 02134.

Services for Special Needs. Bell Telephone Co., 1974. *Describes special equipment and adaptations designed to enable handicapped people to use telephones. Two sections relate to the hearing-impaired.* (Residents of New York City may obtain this booklet by writing to Community Relations, New York Telephone Company, 10 Columbus Circle, Room 770, New York, N.Y. 10019. Outside New York City, contact your local Bell Telephone business office to request copies.)

Can You Hear Me?

EC162482

Can You Hear Me?

reprinted by

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Office for Education of Children with Handicapping Conditions
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82-7300

This book was produced in cooperation with the Utah School for the Deaf, Ogden, Utah, Tony Christopulos, Principal.

Do you know what it's like to have trouble hearing?
Sometimes it's hard to hear because the person you're listening to is talking too softly.
Sometimes other people are making too much noise.

Some children can't hear at all. They can't hear their mothers talking.
They can't hear their friends. They can't hear their teachers.

Sometimes children are born this way.
Sometimes a very serious illness causes this to happen.

Hard of Hearing

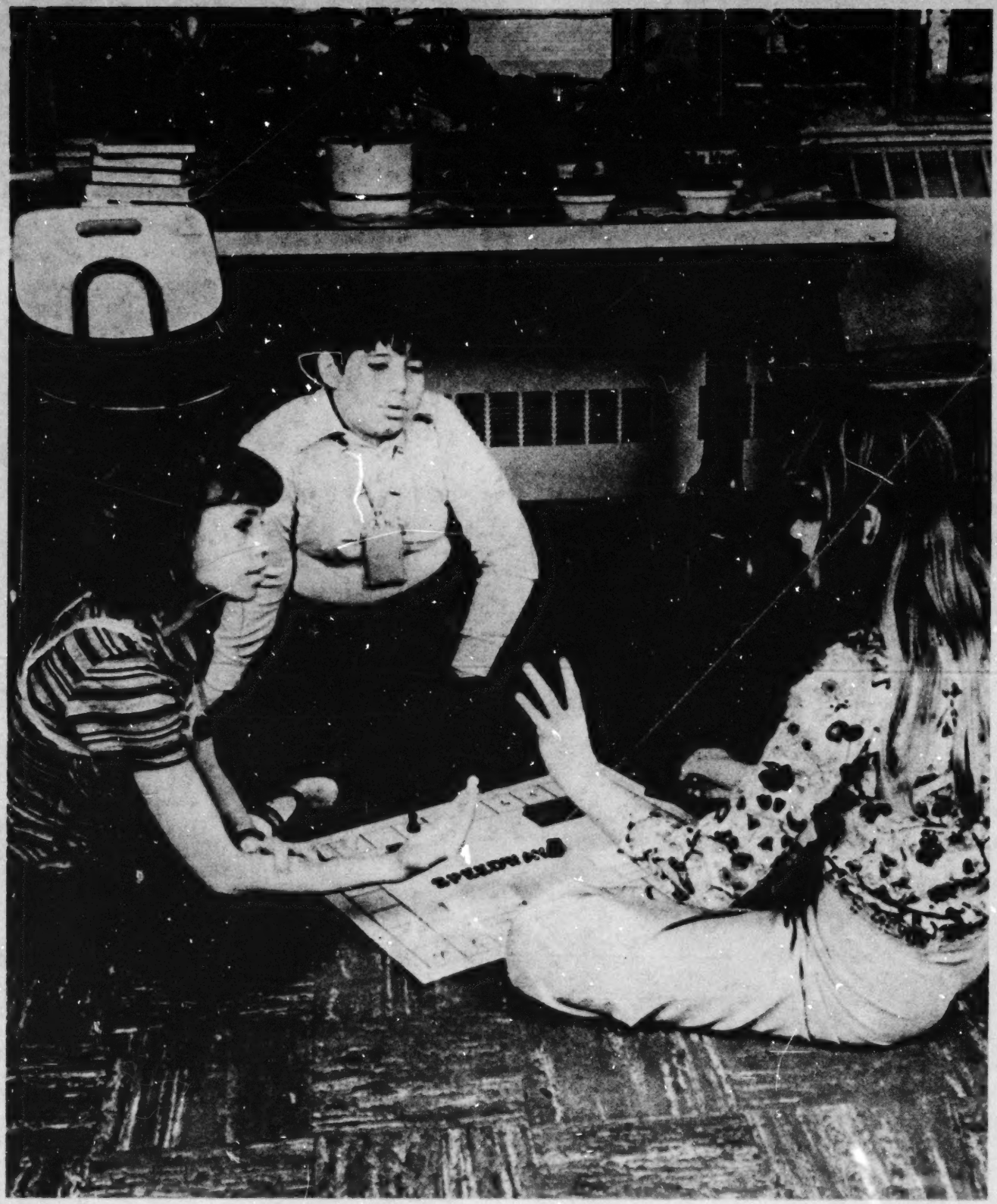
You may know some people who need help to hear or who cannot hear. People who don't hear well are called *hard of hearing.*

Deaf

A *deaf* person is someone who cannot hear others speak.

People who are hard of hearing or deaf read lips.

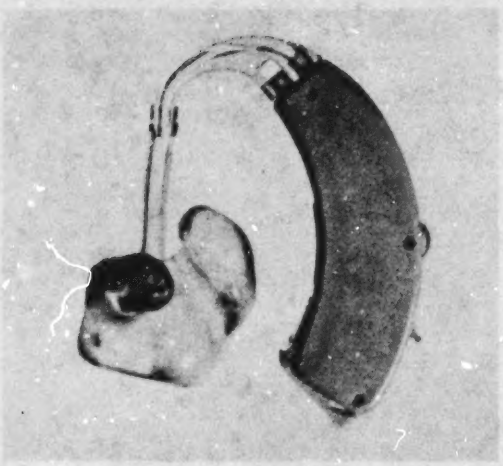
Very often they wear hearing aids.

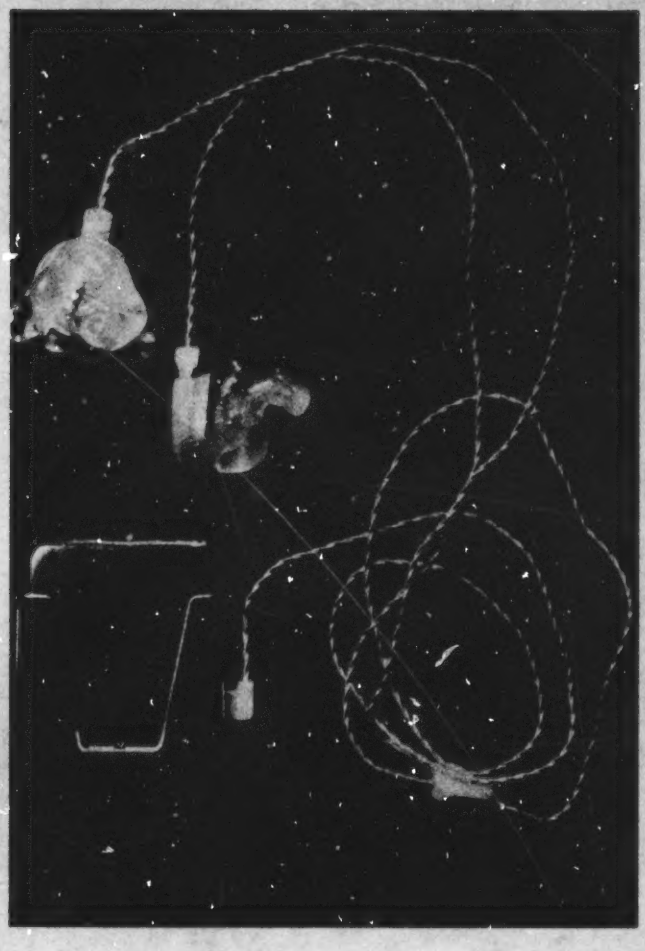


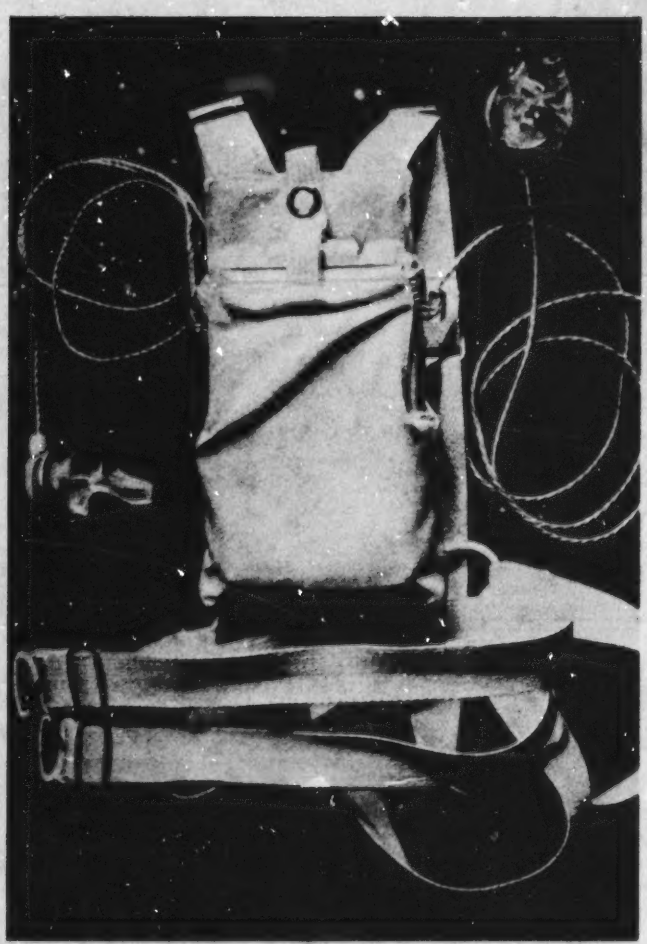
Sometimes they speak with their hands as well as with their voices.
When deaf children speak with their hands, they are using sign language.

This girl is wearing a hearing aid. Part of it goes into her ear, and another part is kept in a little pocket that she wears. Hearing-aids make sounds louder for the people wearing them.

This is Larry. He is in the sixth grade. He is hard of hearing and wears a hearing aid. It's hard to see his hearing aid because it's small and inside his ear.



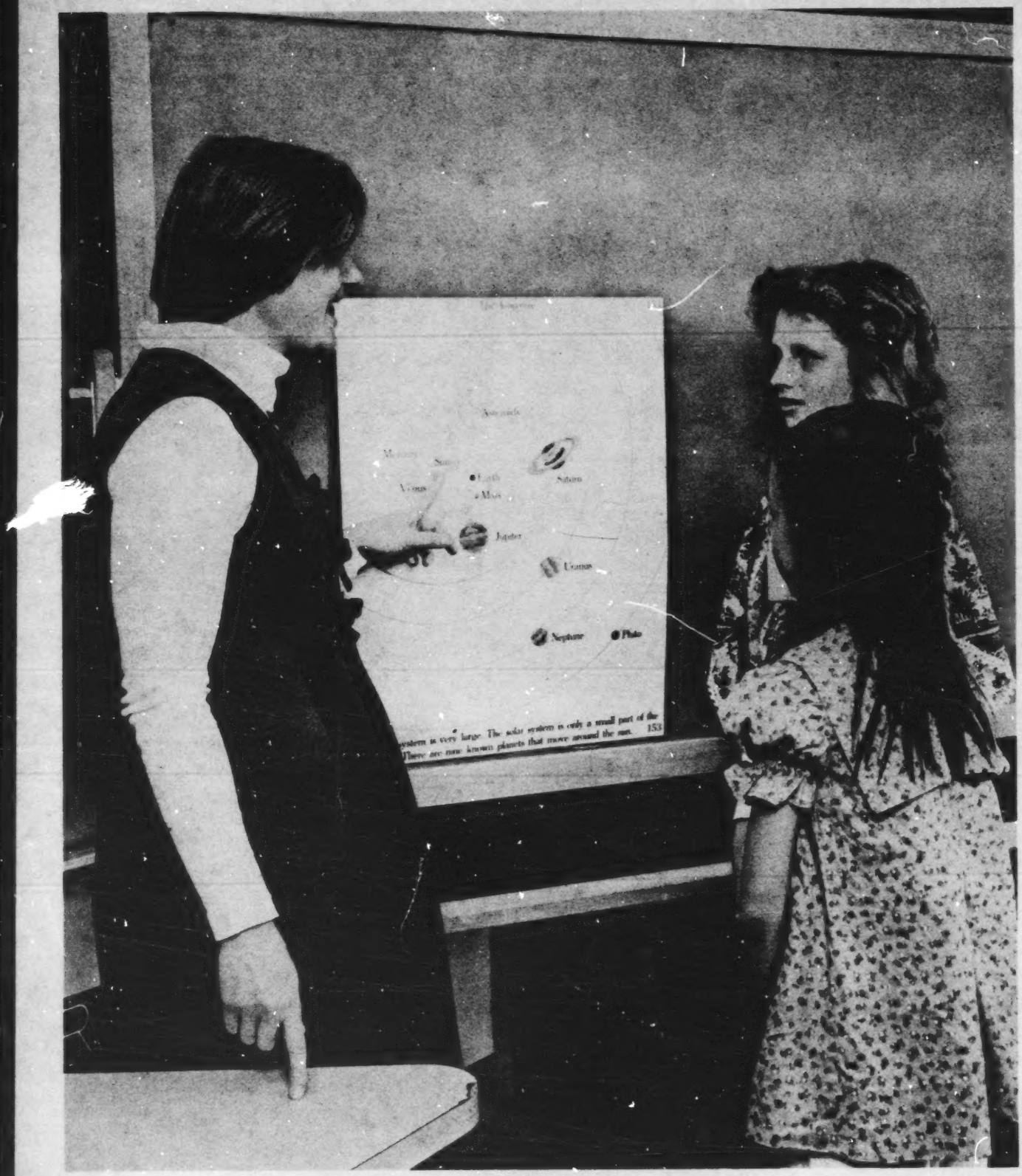




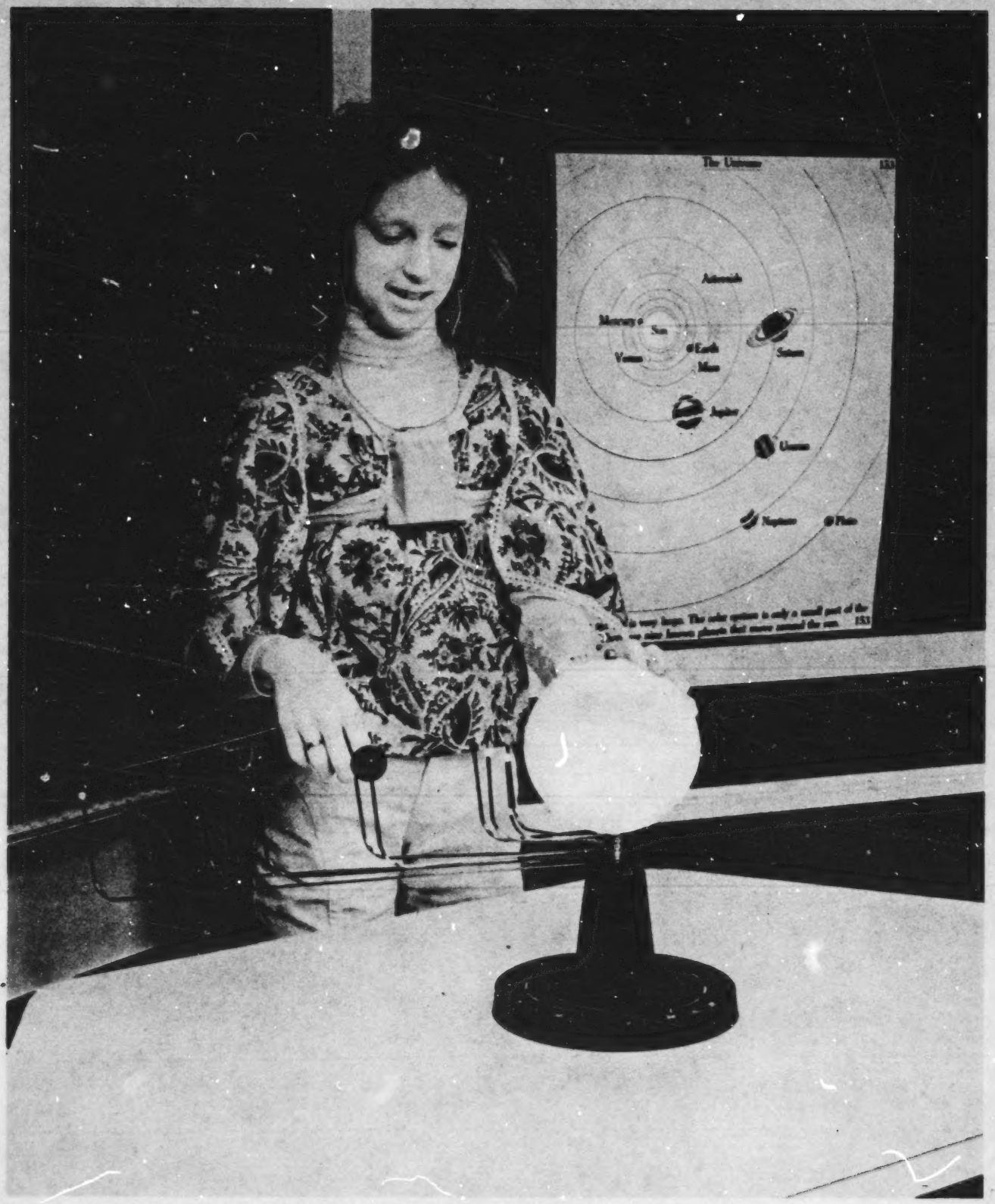
These are the hearing aids deaf children wear. Without hearing aids, deaf children may be able to hear only very loud noises like a door banging hard or a train coming down the tracks. When they wear their hearing aids, they may be able to hear people talking or a puppy barking.

Julie is also in the sixth grade and uses hearing aids to help her hear better.

Even with help from her hearing aids, Julie cannot hear everything that people say, so she has learned to watch their faces—especially their lips—to help her figure out what they are saying. This is called *lipreading* or *speechreading.*



Because it is hard to read people's lips, Julie had a special teacher who helped her learn how to do this when she was very young. Now lipreading is one of the things that helps Julie in school.

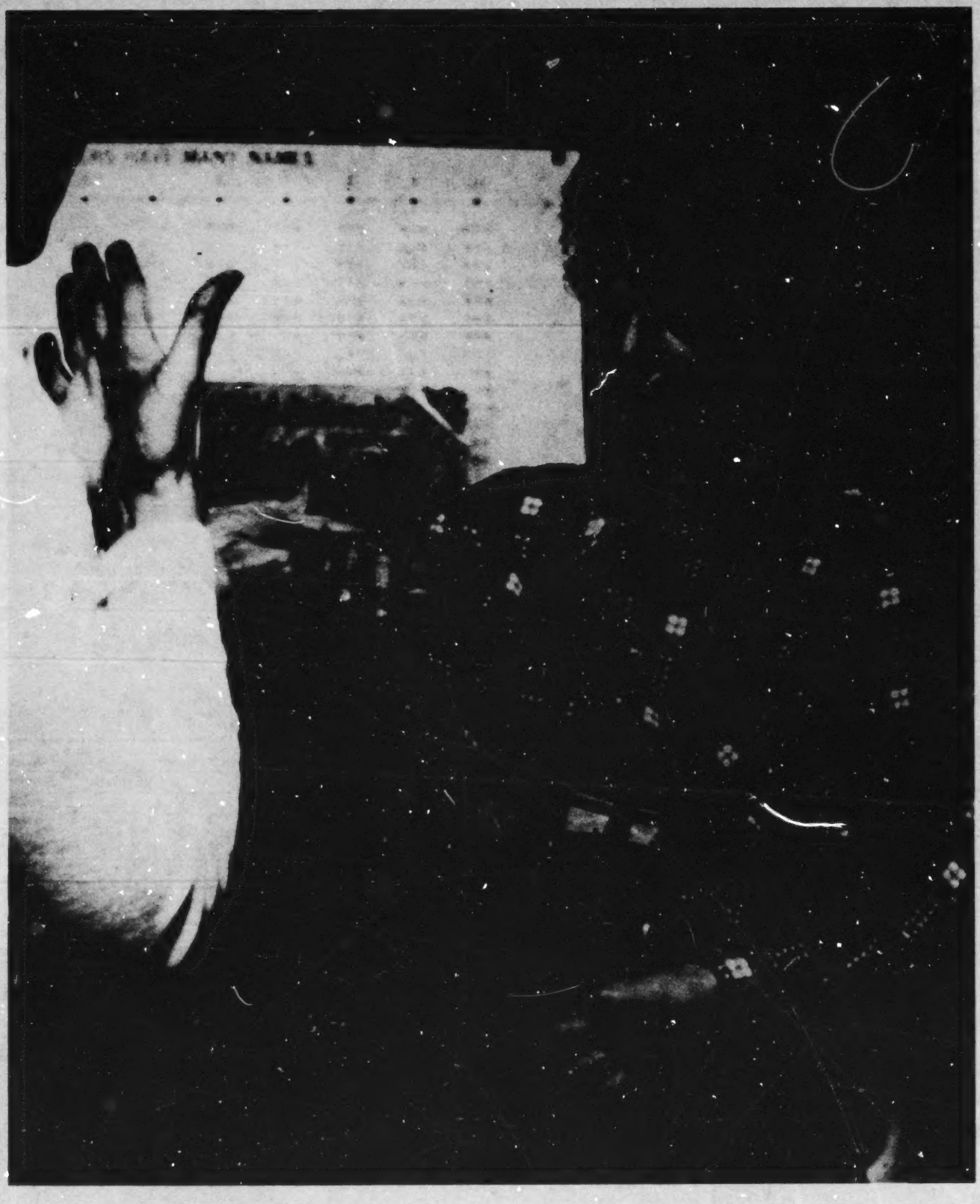


Julie can hear with the help of her hearing aids. Because she can hear, she can speak well. There are some deaf children who can barely hear at all. They have trouble learning to speak. When they speak, it's hard to understand them.

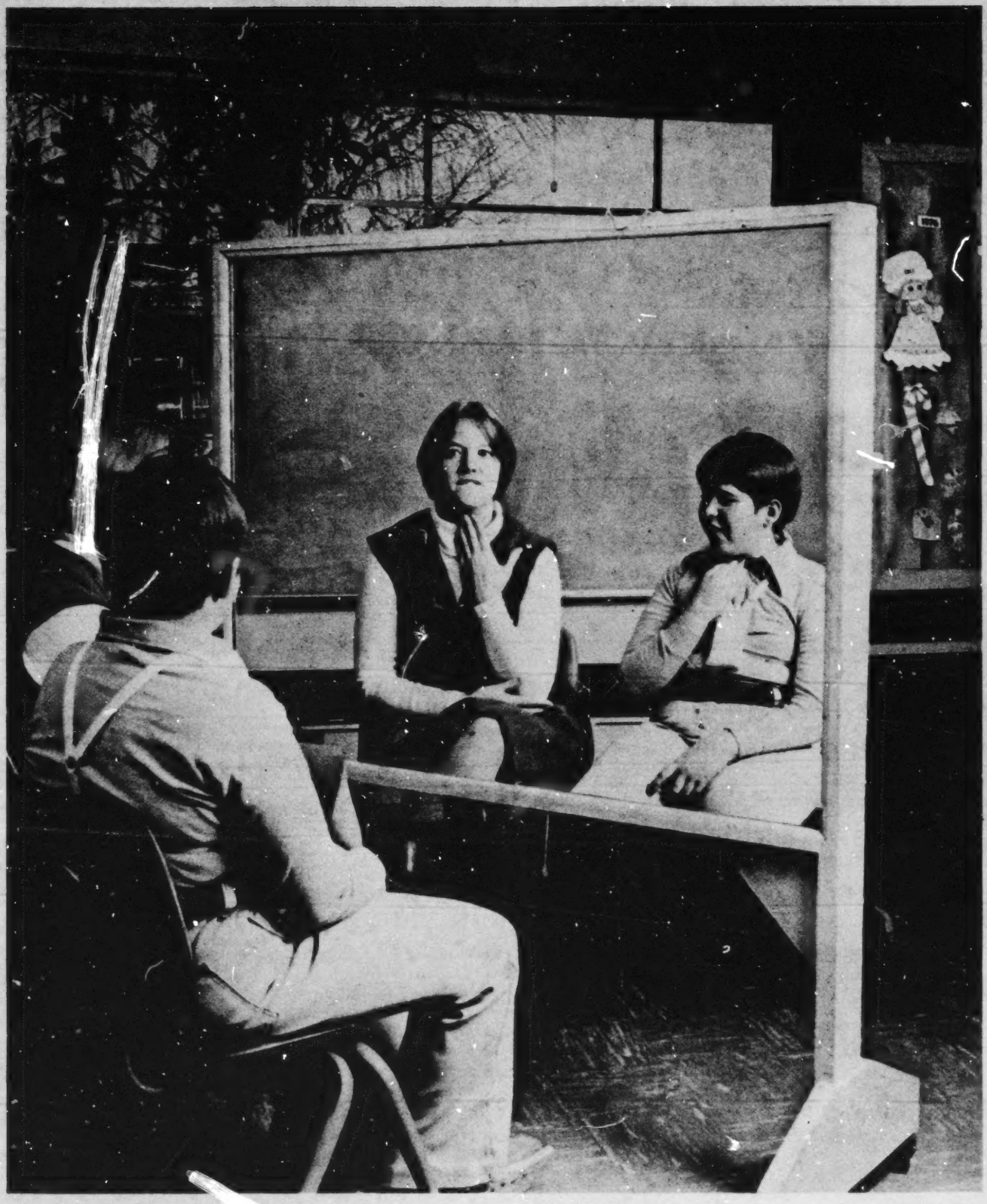
Deaf children can't speak clearly because they can't hear how words sound and they can't hear their own voices.

This girl doesn't speak as clearly as the other children, but they can understand her if they try.

17

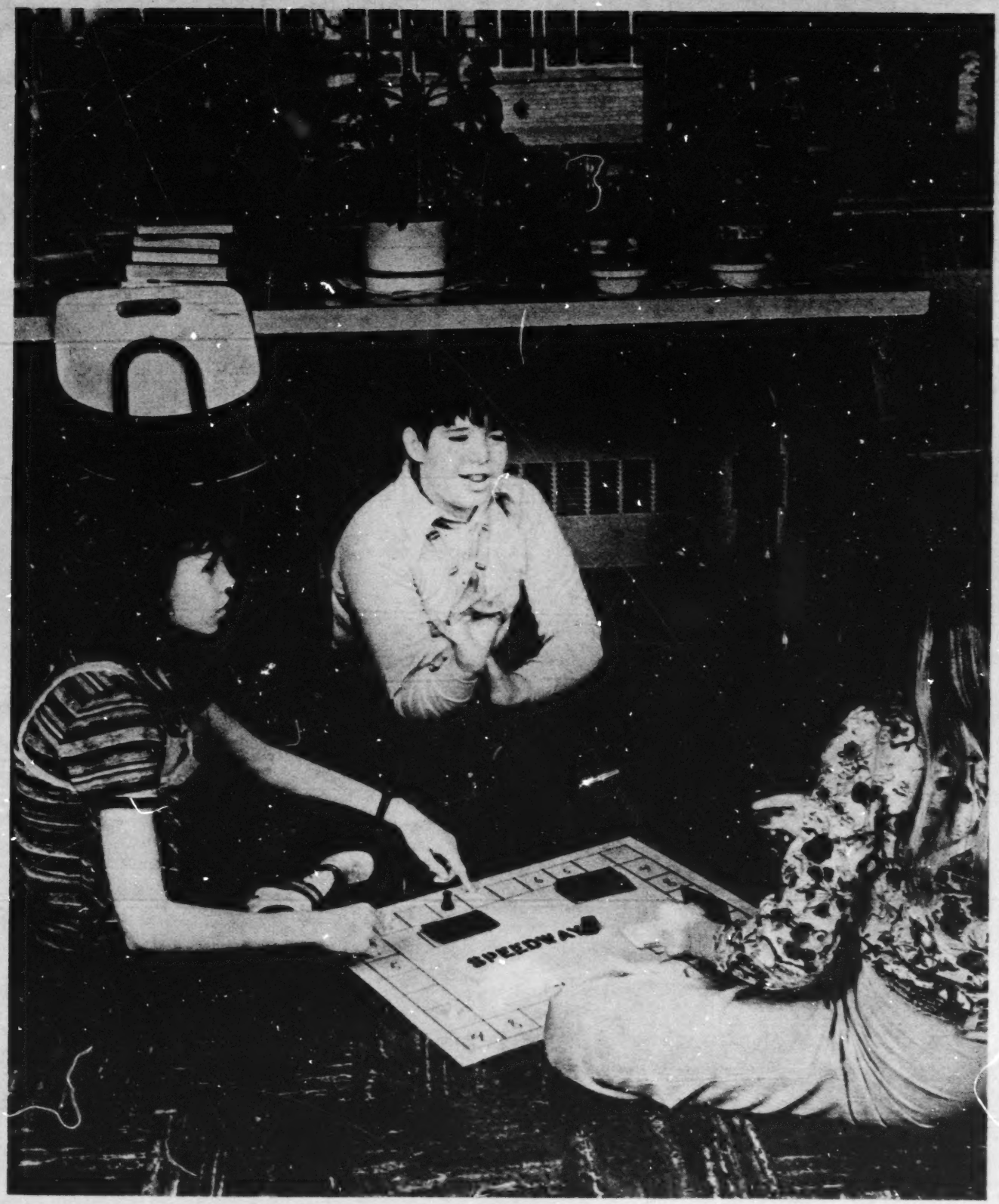


Deaf and hard-of-hearing children have special teachers who help them learn to speak more clearly.



This boy is watching his teacher's mouth in a mirror as she speaks so he can move his mouth the same way she does. He puts his fingers on his throat to find out what saying the word feels like .

19



Some deaf children learn to talk with their hands as well as with their mouths. These deaf children can use their hands to tell each other what they are thinking and feeling. They can talk with their hands to other deaf people and to hearing people who know sign language.

Everyone uses signs of some kind every day. For example, if you don't want something, you shake your head from side to side. When a policeman makes this sign with his hand, people *stop*. Many of the signs that deaf people use are much like these signs.

Deaf people also use their fingers to spell out words that have no signs. These are the finger positions for the letters of the alphabet.

Mary Ellen is deaf. She wears hearing aids and reads lips. She speaks with her hands and her mouth. She knows how to use both fingerspelling and signs.

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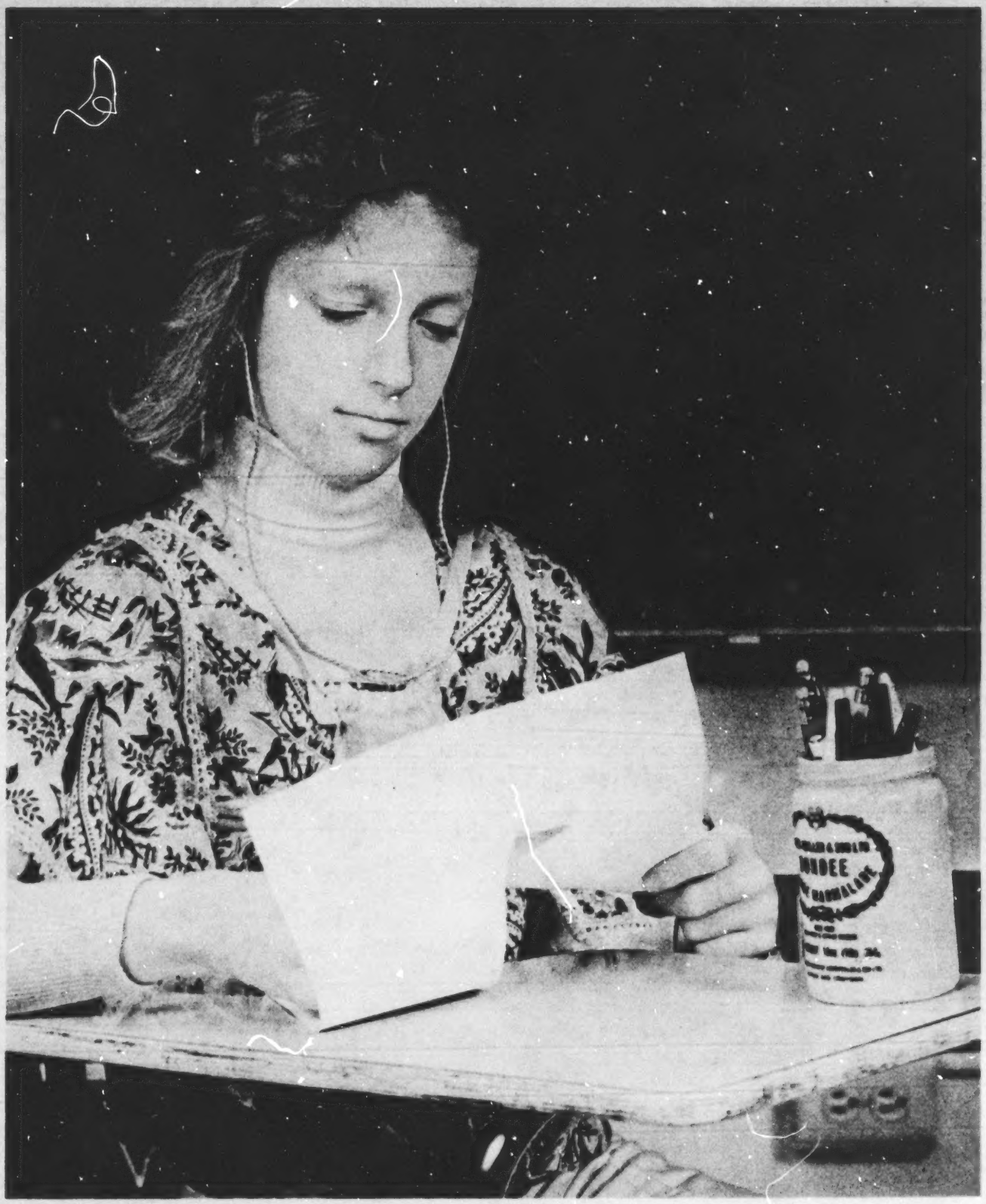
Mary Ellen is signing and saying the words written on the board.

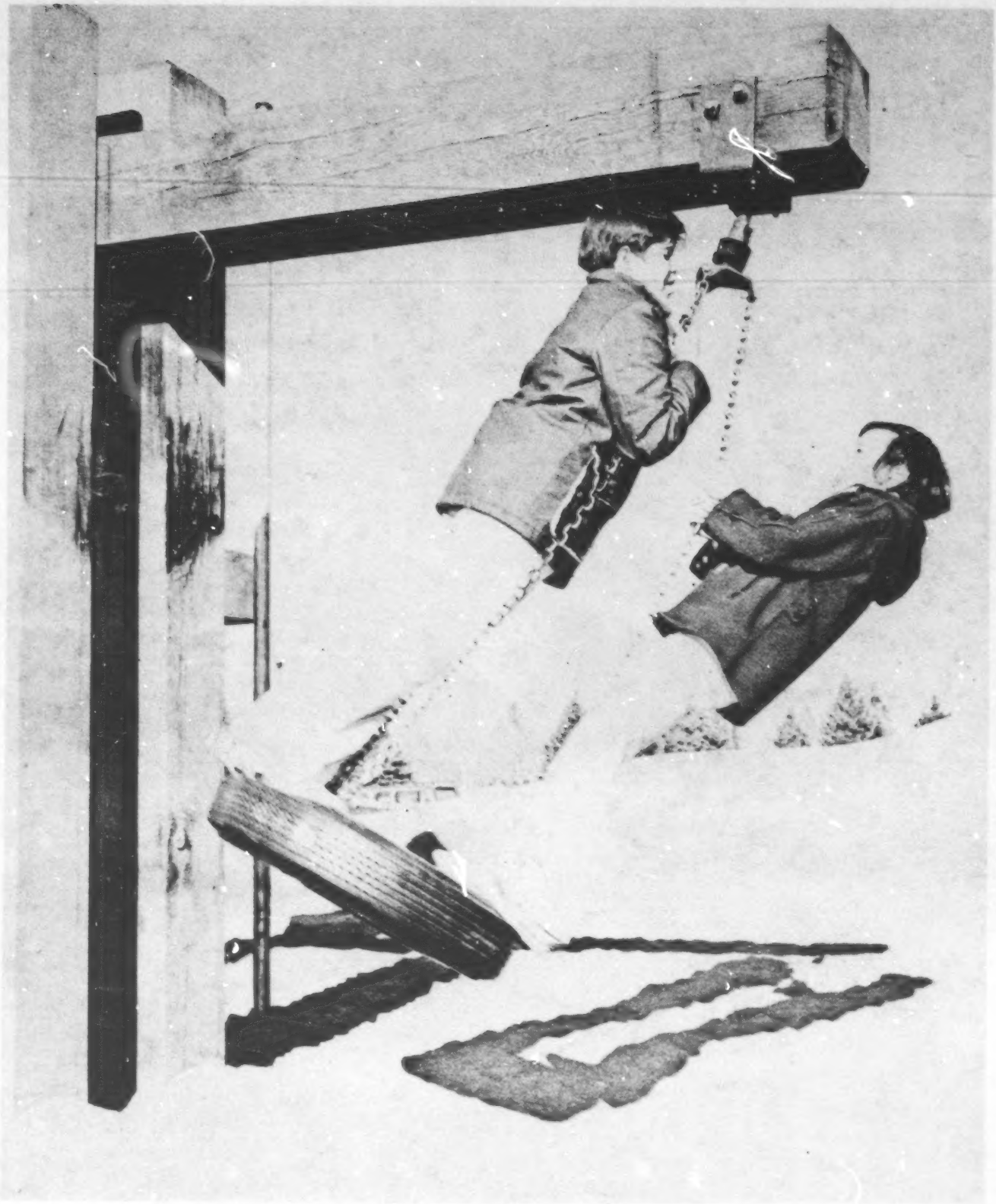
COME

d Ee F f Gg
Jj Kk L l Mm

But some people don't understand Mary Ellen. It's hard for them to know what she's saying. They feel uncomfortable because they're not used to deaf people. This makes Mary Ellen sad and lonely. She wishes more children would play with her.



Hard-of-hearing and deaf children can do lots of things just like other children.



Hard-of-hearing children and deaf children can be fun to play with.

They can have good times.

You can help them. You can be a friend.